Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 13 PM 1:04 DOCUMENT CONTROL CNTR DISCRETIONARY GRANTS
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#		Amendment #
Lake Travis ISD		227913	Lake Travis Elem/101		

Vendor ID #	ESC Region #	US Congressional District #		DUNS #
1742187328	13	25		078623659

Mailing address		City	State	ZIP Code
3322 RR 620 S		Austin	TX	78738-

Primary Contact

First name	M.I.	Last name	Title
Carl	B	McLendon	Educational Technology Coordinator

Telephone #	Email address	FAX #
512 533-6032	mclendonc@ltisdschools.org	512 533-6493

Secondary Contact

First name	M.I.	Last name	Title
Becky		Burnett	Asst Superintendent C&I

Telephone #	Email address	FAX #
512 533-6464	burnettb@ltisdschools.org	512 533-6493

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Becky		Burnett	Asst Superintendent C&I

Telephone #	Email address	FAX #
512 533-6464	burnettb@ltisdschools.org	512 533-6493

Signature (blue ink preferred)   Date signed

Becky Burnett   5-13-14

Only the legally responsible party may sign this application.

701-14-107-193

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 227913	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	**Amended**
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227913	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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	Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227913		Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 227913	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A — Grand Total from Previously Approved Budget	B — Amount Deleted	C — Amount Added	D — New Grand Total
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 227913		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 227913	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Lake Travis Elementary (LTE) is a unique school in the Lake Travis Independent School District (LTISD) since it is the only Title 1 school in the district facing the obstacles of a Digital Divide within a district of Digital Age Learners. This creates some unique challenges for LTISD as a Bring Your Own Device District (BYOD) for students who do not have any technology to bring to the classroom, or to use at home. LTISD intends to leverage this grant to help LTE students create 21st Century connections to their education. The number of mobile devices LTE currently inventories (126 iPads/90 laptops) does not meet the programming needs of a rapidly growing district for in-class activities, which means there are not enough mobile devices to extend access to students for home use.

This grant project hopes to mitigate these needs with 224 Chromebooks for classroom use and off campus lending in conjunction with home wireless access hotspots for students. The mobile devices will be paired with the mobile hotspots to create a "Chromebook Backpack" for students in grades 3-5 to check-out on an as needed basis. The digital tools the grant provides would also enjoy the support of student-led district programs such as PALS (LTHS student mentoring program) the National Honor Society, and community programs such as LTLov (local non-profit charity) to provide after-school tutorials on using technology as well as digital citizenship to help provide digital literacy of the parents in the home, as well as the students using the technology. The campus and district leadership working in conjunction with these community organizations has noticed the technology skills gap that exists for parents of students in the economically disadvantaged and LEP populations during community events that require parental usage of technology. The district and its community partners are dedicated to providing educational opportunities to these parents that would bolster their technology skills while also providing them educational opportunities on best practices in supervising students working with technology at home. The provisions of the TEA grant will enable the significant population of English Language Learners and economically challenged students to meet the necessity, not the luxury, of connecting to their education with support for digital equity, digital ethics, and digital literacy within and beyond the classroom in accordance with LTISD's 21st Century educational goals.

The budget for this grant was formulated through student surveys analyzing mobile device and home internet access. Next steps included the campus principal conducting teacher leader technology meetings and conferencing with the district Technology and Curriculum and Instruction leadership. The grant budget was formulated to provide as many devices and as much digital access and training as possible to mitigate the discrepancies teachers and students are experiencing without digital equity among the student population in campus and residential areas. With a large portion of the granted materials directed at acquiring the digital tools students need in their hands during classroom activities, a good portion of the grant would also support the residential digital needs (devices & internet access) of students who struggle to keep pace with the project-based learning 21st Century education demands.

A large portion of the Title 1 student population resides in households that are economically disadvantaged (42% at LTE). A majority of this demographic are English Language Learners (27% at LTE). If these households do not have the digital tools for communication, students suffer. Students in these households are doubly underserved due to the digital divide, as many resources for academic research, grade resources, counseling resources, school event scheduling are archived and communicated digitally The need for remedial programs, as well as enrichment programs for the Gifted and Talented students in this demographic are requiring increased digital access. Currently, no technology devices go unused, and with the influx of the TEA grant devices, no student would remain unengaged in the continuum of 21st Century educational skills that follow students from the classroom, to their homes, and into the global marketplace.

The needs assessment was a collaborative process, involving the LTE principal, teacher team leaders, and representatives from the Curriculum and Technology departments. Ultimately, oversight of the entirety of the program will be with the Assistant Superintendent for Curriculum and Instructional Services. With regularly scheduled analysis, the Digital Equity program will adapt and expand according to student usage needs under the direction of the Assistant Superintendent for Curriculum and Instructional Services.

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The management plan for the Digital Equity program will conform to district and campus procedures under the supervision of the Assistant Superintendent for Curriculum and Instructional Services. Usage of the devices and access to the digital tools in the grant will help gage the effectiveness of the program that is designed to bridge the Digital Divide and provide digital access to the students marginalized by language and socio-economic barriers. Additionally, student surveys, teacher surveys, and parent surveys conducted in print and digital formats in English and Spanish, will be analyzed and evaluated in in an effort to best serve the needs of the students.

Lake Travis ISD has a BYOD policy in place, but is developing a working plan for community education on the policy and how it can best help students. The fast growth of the district has necessitated the need to reeducate the community on this policy and its implications for teachers, students, and parents. At the elementary level, this is an underutilized resource and the district plan to educate parents as to the efficacy and importance of this policy will prove impactful. However, since there does not exist a current technology lending program on this campus this grant helps fill this gap.

One of the primary goals of the district and of the LTE campus is to empower and motivate students to become life-long learners through high expectations, engagement, flexible learning and differentiation within a challenging curriculum. This grant project aligns with these goals in several areas including increasing access to the tools and information resources both at home and at school as well as supporting the transition to digitized curricular resources of instructional materials.

The needs of the digitally connected learner in the 21st Century classroom and community will not diminish. LTISD is committed to ensuring all students have equitable access to technology and the skills with which to use it in the campus, community, and global classrooms. In an educational and economic partnership with student organizations such as PALS and the National Honor Society, and local community charities such as LTlov, LTISD will continue to strive in bridging the digital divide long after the influx of the much needed devices the TEA grant will provide. A focus on providing digital equity, digital ethics training, and increasing digital literacy through student-run tutorials sponsored by high school service organizations and donations by local charities will ensure the LTE Digital Equity program will run a successful course for years to come.

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2014-2016 Technology Lending Program Grant

Schedule #6—Program Budget Summary

County-district number or vendor ID: 227913				Amendment # (for amendments only):		

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016			Fund code: 410			

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$19146.96	$	$19146.96	
Schedule #9	Supplies and Materials (6300)	6300	$80834.96	$	$80834.96	
Schedule #10	Other Operating Costs (6400)	6400	$	$	$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	
	Total direct costs:		$	$	$	
	Percentage% indirect costs (see note):		N/A	$	$	
Grand total of budgeted costs (add all entries in each column):			**$99981.92**	**$**	**$99981.92**	

Administrative Cost Calculation

Enter the total grant amount requested:	$99981.92
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$14997.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227913	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description		Grant Amount Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:		$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:		$	
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:		$	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:		$	

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	
1		☐	$	
2		☐	$	
3		☐	$	
4		☐	$	
5		☐	$	
6		☐	$	
7		☐	$	
8		☐	$	
9		☐	$	
10		☐	$	
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service: ATT Mifi Wireless hotspot w/ unlimited data plan	☐ Yes, this is a subgrant
	Describe topic/purpose/service: Provide internet data connectivity for end-user at home or away from school.	

	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
1	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs ATT-Unlimited Data Plan		$19146.96	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$19146.96	

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	Schedule #8—Professional and Contracted Services (6200)			
	County-District Number or Vendor ID: 227913		Amendment number (for amendments only):	
	Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

2

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
Contractor's payroll costs	# of positions:	$
Contractor's subgrants, subcontracts, subcontracted services		$
Contractor's supplies and materials		$
Contractor's other operating costs		$
Contractor's capital outlay (allowable for subgrants only)		$
	Total budget:	$

3

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
Contractor's payroll costs	# of positions:	$
Contractor's subgrants, subcontracts, subcontracted services		$
Contractor's supplies and materials		$
Contractor's other operating costs		$
Contractor's capital outlay (allowable for subgrants only)		$
	Total budget:	$

4

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
Contractor's payroll costs	# of positions:	$
Contractor's subgrants, subcontracts, subcontracted services		$
Contractor's supplies and materials		$
Contractor's other operating costs		$
Contractor's capital outlay (allowable for subgrants only)		$
	Total budget:	$

5

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
Contractor's payroll costs	# of positions:	$
Contractor's subgrants, subcontracts, subcontracted services		$
Contractor's supplies and materials		$
Contractor's other operating costs		$
Contractor's capital outlay (allowable for subgrants only)		$
	Total budget:	$

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 227913			Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)				
6	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
7	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
8	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$19146.96	
	a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		$	
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$19146.96	
	d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	
	(Sum of lines a, b, c, and d) Grand total		$19146.96	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 227913				Amendment number (for amendments only):		
Expense Item Description						

<table>
<tr>
<td rowspan="3">63XX</td>
<td colspan="5">ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:</td>
<td>Grant Amount Budgeted</td>
<td></td>
</tr>
<tr>
<td colspan="2">☐ Print shop fees</td>
<td colspan="3">☐ Technology-related supplies</td>
<td rowspan="2">$</td>
<td rowspan="2"></td>
</tr>
<tr>
<td colspan="2">☐ Postage</td>
<td colspan="3">☐ Other:</td>
</tr>
<tr>
<td></td>
<td colspan="2">☐ Copy paper</td>
<td colspan="2">☐ Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</table>

		Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6399	1	Computer Hardware	Provide 224 Chromebooks to bridge digital divide and provide access for those without mobile device	224	$314.72	$80834.96	
	2	Computer Hardware	Provide 6 mobile carts for ease of movement when onsite and for student use	6	1462.99		
	3	Computer Accessories	Provide 26 additional power supplies to be used in carts and as needed for replacement/repair	26	59.99		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	
6399	Supplies and materials associated with advisory council or committee					$	
	Subtotal supplies and materials requiring specific approval:					$	
	Remaining 6300—Supplies and materials that do not require specific approval:					$	
					Grand total:	$80834.96	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 227913			Amendment number (for amendments only):	
	Expense Item Description		**Grant Amount Budgeted**	
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☐ Insurance ☐ Other:		$	
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:		$	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:		$	
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:		$	
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:		$	
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:		$	
6429	Actual losses that could have been covered by permissible insurance		$	
6490	Indemnification compensation for loss or damage		$	
6490	Advisory council/committee travel or other expenses		$	
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:		$	
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:		$	
	Subtotal other operating costs requiring specific approval:		$	
	Remaining 6400—Other operating costs that do not require specific approval:		$	
	Grand total:		$	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #11—Capital Outlay (6600/15XX)				
County-District Number or Vendor ID: 227913			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	**Description/Purpose**	**Quantity**	**Unit Cost**	**Grant Amount Budgeted**	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	
66XX/15XX—Technology hardware, capitalized					
2			$	$	
3			$	$	
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
66XX/15XX—Technology software, capitalized					
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	
			Grand total:	$	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 227913	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 866

Category	Number	Percentage	Category	Percentage
African American	2	N/A	Attendance rate	96.8%
Hispanic	382	N/A	Annual dropout rate (Gr 9-12)	N/A%
White	427	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	24	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	363	41.4%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	240	27.4%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A

Comments

All data in the above Student Demographics is based on 2011-12 AEIS/PEIMS data. Additional data: At-risk population of 334 (38.1%) based on the 2011-12 AEIS data.

Current enrollment for LTE is 940 and the economically disadvantaged population has grown to 42%. Of this total population 413 students are in grades 3, 4, and 5 which is the targeted audience for the Chromebook Backpack technology lending program, however, the grant will supplant the existing mobile device utilization for all grades with the redistribution of existing mobile devices (126 iPads) to the lower grades K-2.

Data for Part 2 below is based on current enrollment figures at LTE as of May 2014.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	103	145	138	141	137	135	141								940
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	103	145	138	141	137	135	141								940

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 227913	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lake Travis Elementary is the only Title 1 elementary school in Lake Travis ISD, which necessitates a different approach to determining what special needs it holds as a campus versus the other elementary schools in the district. Although all schools needs are addressed in a collaborative process, for this particular campus it is vital to involve a variety of stakeholders. This includes the campus principal, teacher team leaders, the campus advisor team, representatives from Curriculum & Instruction team, but also community groups who have intimate knowledge of the needs and desires of the campus community. The process begins with conversations amongst the different groups. Then, the campus leadership team working in collaboration with curriculum and instruction and community groups begins to prioritize the issues/needs of the campus in relationship to campus and district goals.

For this grant, the process followed this pattern of initial discussions followed by meetings with campus and district leadership. In this process, we determined that the grant would meet several vital goals for the campus while allowing the campus to leverage existing technology tools to propagate to the lower grades. What we determined was a need to provide a different type of mobile device for grades 3-5 that would allow for better manual dexterity and more sophisticated technology integration skills of the older students. In particular, we researched how Chromebooks were beginning to fill this need for upper elementary students through middle and high school students. Many schools around the nation are moving in this direction because the keyboard allows for technology utilization in research and writing skills that these students need to learn.

Furthermore, as part of the needs assessment for determining how many students across the district have access to mobile devices and internet access at home, the district has done some polling and interviews with students and parents. LTE is the elementary campus and HBMS is the middle school in the feeder pattern for the portion of the district with the highest percentage of students in the lower socio-economic range. As part of meeting the needs for this group, the LTISD 2012 bond package included funds for increasing mobile devices for grades 6-12. This funding was for at school checkout only. (This grant program will provide LTISD feedback as to the efficacy of extending the technology lending program to other campuses.)

After following the needs assessment procedures explained above, the assistant principal at LTE gathered more feedback from parents and from observations of local community events to determine that this grant would serve as a tremendous help in preparing both the students and parents of LTE for meaningful engagement with the school community. We believe this community engagement is a vital part of increasing student engagement and success.

In a hyper-connected world, it is the ability to use these tools both collaboratively and as individuals that is most important for student futures. This grant serves the purposes of the targeted groups at LTE in grades 3, 4, 5 but also allows the campus to redeploy the existing 126 iPads to the lower grades K-2. We envision this grant serving as a pilot program for LTE to determine the efficacy of these two different types of mobile devices, as well as the efficiencies in providing mobile device and/or internet access to those students/families that do not have consistent access.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 227913	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Issue of equity for students who do not have access to technology is readily apparent when students do "at-home" projects. Best example is the annual Science Fair. The quality of work submitted by students who do not have access to technology is in stark contrast to those who do.	Students would be able to check-out a Chromebook Backpack during project based lessons that require more time than is available only during school hours. The combination of mobile devices, internet access, and additional time for students/parents to work on projects at home will provide better student artifacts.
2.	Students need access to technology for utilization of tools such as ThinkThroughMath, iStation, Lexia for remediation as identified by Tier 1 intervention strategies.	Students who are identified as needing Tier 1 interventions will be able to check-out Chromebook Backpack so they can utilize ThinkThroughMath, iStation, Lexia at school and at home as needed.
3.	Increased efforts by LTE to identify GT students from traditionally underrepresented groups who have had to deal with language barriers have resulted in a growing GT population on the campus. These students need equal access to technology tools at home to meet the demands of the GT program.	GT students will be able to checkout Chromebook Backpack to complete projects as needed.
4.	As public education moves towards a digital world for content and curriculum delivery, including the latest IMA adoptions for math, science, and tech apps, students need access to the tools to allow them equal access to the online materials.	LTISD is focused on moving towards more project based learning opportunities for students. One area of focus for this content is in the new IMA adoptions and the utilization of problem based learning. For example, in Learning.com there are embedded projects that have been added to the curriculum. Students would be able to utilize the extra mobile devices provided by this grant during the school day, as well as with checkout of "Chromebook Backpacks" as needed.
5.	Digital communication with parents at this campus is problematic due to lack of access to the tools, as well as lack of parent familiarity with the tools.	Working with local community groups, this grant will provide the tools support community ed programs to inform parents how to use the technology in "Chromebook Backpacks" so they can help students with projects, model good digital citizenship, & utilize LTISD adopted learning management system (Schoology) which provides more effective communication channels for parents/students/teachers/community.

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Schedule #14—Management Plan

County-district number or vendor ID: 227913	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	EdTech Coordinator	Facilitate the effective use of technology in educational programs district-wide. Assist in the development of short- and long-range plans for the integration of technology into the educational program. Valid TX teaching certificate w/ 5 years of experience, 3 in edtech and tech integration.
2.	Dir. Elementary Academic Services	Responsible for the effective and efficient operation of the elementary curriculum and instruction programs, which includes curriculum and staff development. Master's degree in education administration. 3 years classroom teacher, 2 years instructional leadership.
3.	Exec Director for Technology & IT Services	Position serves to develop and supervise the implementation of a plan for the effective use of computers and other technology in instructional and administrative programs district-wide. Master's degree in education/technology field. Certified Network Engineer w/ 3 years of exp.
4.	Dir.Accountability & Achievement	Provides leadership related to accountability, assessment. Bachelor's degree in education, masters/doctorate preferred. Demonstrated expertise in psychometrics. Appropriate use of TELPAS, SAT/ACT, Achievement/Ability Tests. 3-5 yrs experience.
5.	Campus Principal	To direct and manage the instructional program and supervise operations at the campus. Master's degree in education administration. Texas mid-management or other appropriate TX certificate. Appropriate teaching, instructional leadership roles, asst principal/principal exp.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Program Launch Success for All Stakeholders	1.	Infrastructure & Mobile Devices Ready for Use	06/01/2014	10/01/2014
		2.	Distribute Policies for Device Checkout/Use	06/01/2014	08/01/2014
		3.	Provide Initial Training for Staff	08/18/2014	10/13/2014
		4.	Provide Community Training for Parents/Students	10/15/2014	11/01/2014
		5.	Provide Supplemental Training w/ Staff & Students	11/01/2014	02/01/2015
2.	Year 1: Project Based Learning Initiatives	1.	Provide Initial PBL/Tech Integration Training	01/01/2015	03/01/2015
		2.	Document Student Produced Artifacts via Grant	03/01/2015	06/01/2015
		3.	Collect Campus Admin/Staff Feedback	06/01/2015	07/01/2015
		4.	Collect/Analyze STAAR Data for Comparison	07/01/2015	08/01/2015
		5.	Monitor & Adjust Program per Staff Feedback	08/01/2015	09/01/2015
3.	Year 2: Monitor Program Goals	1.	Develop Program Utilization Goals Based on Yr 1	07/01/2015	08/01/2015
		2.	Continue Staff Training & Shared Best Practices	08/01/2015	03/01/2016
		3.	Continue Community Training Parents/Students	08/01/2015	10/01/2015
		4.	Continue PBL/Tech Integration Training for Staff	08/01/2015	03/01/2016
		5.	Collect Staff/Admin Feedback on Program	04/01/2016	07/01/2016
4.	Compare Student Progress Data from Program Start	1.	Compare 4th Grade ELL Writing Data	07/01/2016	08/01/2016
		2.	Compare Advanced Level STAAR (All Grades)	07/01/2016	08/01/2016
		3.	Program Evaluation & Future Considerations	08/01/2016	09/01/2016
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 227913	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District Improvement Plan is updated on an annual basis by the leadership teams of each department at LTISD based on input from the major stakeholders. The Curriculum & Instruction Department includes the Information Technology Services and Educational Technology staff, so direction and policies for the utilization of technology at the campus and classroom level is integrated with the needs established by the Directors of Academic Services (Secondary/Elementary). We believe this integration of the technology needs of the district with the services provided by the curriculum and instruction department provides a cohesive management plan.

Campus Improvement Plan Committees meet every month and collaborate on modifications to CIP. Any changes to CIP are communicated to faculty/staff via school meetings, departmental meetings, team meetings as established by campus policy and campus administrators. All changes are also communicated to the campus community via PTA/PTO meetings, weekly parent take-home folders, and campus newsletters as well as district-wide publications when warranted.

For this grant, the Media Specialist at LTE will be responsible for the daily management of the technology lending process as part of the library resources. Teachers will be responsible for coordinating with the Media Specialist on the distribution needs for upcoming projects and identifying students eligible for check out of the "Chromebook Backpacks".

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This grant project is one part of a larger plan to leverage technology as a way to enhance teaching and learning in Lake Travis ISD. The district has committed to help every teacher, every student, and every parent utilize technology as a key component in preparation for a radically new world where the ability to creatively collaborate in solving big problems. We realize it is not an option, but a directive, for us to prepare our students (every student) for the workforce they will enter, a workforce that must be capable of using technology as a tool to perform almost any job of the future. We also recognize the realities of shrinking budgets for public education and the implications this has on our capabilities to provide the tools for students. This reality prevents us from going to a tradition 1:1 model for mobile devices, but we see this as an opportunity to create practical solutions given our circumstances. LTISD is fortunate in that most of our community has access to resources that we as a district could not provide, so we want to leverage this grant as part of our BYOD program (Bring Your Own Learning Technology BYOLT is our branding for this program). We plan to attack this problem using a multi-pronged approach using BYOLT, Lake Travis Education Foundation (local education foundation) funds, & limited 2012 Bond funds, in conjunction with the grant program. This grant would provide us a road map to determine if sustaining and/or growing a technology lending program in our district is viable and sustainable given our other programs. For example, we could refocus future LTEF campaigns to implement a technology lending program in all schools.

A key piece of this grant program will be the "buy-in" from teachers on the campus, to help them utilize these "Chromebook Backpacks" in ways that reach those underserved populations. We have committed to ongoing professional development at all campuses in LTISD in the importance of technology integration inside and outside the classroom. Campus leadership recognizes the importance as instructional leaders to create a culture of learning that embraces these changes in teaching and learning, and district administration will continue to provide leadership in this direction.

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Schedule #15—Project Evaluation		

County-district number or vendor ID: 227913	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Monitor Usage of Mobile Devices	1.	User analytics from learning management system
		2.	ThinkThroughMath, Lexia, iStation user analytics
		3.	Analysis of chromebook backpack checkout statistics
2.	Teacher Instructional Data	1.	Teachers report evidence of improved student artifacts
		2.	Lessons that integrate technology
		3.	IMA user analytics for Learning.com, math/science digital resources
3.	STAAR Exam Analysis	1.	Comparison of Level 2 and Level 3 performance to previous year
		2.	ELL Progress Measure data
		3.	
4.	Evaluation of bilingual students transition to English proficiency	1.	TELPAS data comparison from previous year
		2.	ELL Progress Measure data
		3.	
5.	Curriculum Based Assessments (CBA)	1.	CBA data comparison from previous year for student performance
		2.	CBA data comparison from previous year for class performance
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monthly user analytics will be gathered from the learning management system, the intervention level 1 subscriptions, as well as the IMA digital resources.

Eduphoria for the data analysis of STAAR, TELPAS, and CBA data as assessment data is collected.

Media Specialist circulation logs (monthly) for statistics on Chromebook Backpack usage.

Monthly attendance data will be collected.

Monthly meetings to review the data collected above and planning for modifications, issues, etc.

Minutes from the meeting will be reviewed and shared with staff, and EdTech staff.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227913	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lake Travis ISD has a BYOD policy in place, but is in the process of developing a working plan for community education on the policy and how it can help students. The fast growth of the district has necessitated the need to reeducate the community on this policy and its implications for teachers, students, and parents. At the elementary level, this is an underutilized resource, so the district is planning ways to educate parents as to the efficacy and importance of this policy. However, since there does not exist a current technology lending program on any campus, this grant helps fill this gap for LTE. The additional devices provide the quantity needed to allow checkout of devices that was not feasible before the grant. The grant would allow this targeted population of 413 students to checkout mobile devices and provide internet access on an as-needed basis.

Although the number of students without data access at home is small, approximately only 5% of the population, the grant would fill the gap of those who do not have regular access to devices other than smartphones. The campus has evidence of the gap that exists in the student work of those who have at-home access to devices and those who do not. This evidence includes the annual science fair in which the work produced by those with home access is readily apparent in the quality of the work. This is also seen in the Gifted & Talented (GT) projects produced by those students who do not have regular access to devices at home. Although this is anecdotal evidence, it is striking to witness the difference in quality of those artifacts by those students who have home access to devices and/or the internet and those who do not. For example, the GT program has done a great job of identifying several LEP students who qualify for GT services that do not have consistent access to mobile devices at home. The quality of work produced by these students is in marked contrast to those who do. We believe this grant will help LTE close that gap.

Finally, LTISD recognizes a need to help educate the parents of those without access to devices in how to use these devices. In working with a community group that supports parents in efforts to immunize and provide medical and dental services it has become apparent that many of the parents in this community do not have the skills in using technology that would be necessary in helping students when they are working at home. So, this education initiative will also focus on helping parents and students learn how to utilize the tools together.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227913	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Although the existing mobile devices on the campus (iPads/laptops) will not be utilized for checkout by students, the grant will allow for the redeployment of those existing devices to the grades not covered by this grant. The existing iPads and laptops will not be used for a technology lending program. However, this will allow for more mobile devices in the hands of students during the school day, and it allows the campus to redeploy those iPads to the student groups we believe would most likely benefit (K-2). We will use the feedback from this grant program to determine is this is best practices for the campus on which types of mobile devices to deploy for all grade levels.

Distribution of mobile devices by grade groups:

-K-2 126 iPads
-Grades 3-5 224 Chromebooks for classroom use and individual checkout
-K-5 3 laptop carts of 30 each 2 iPad carts of 30

-Campus will maintain 1 student lab of 30 desktop machines.
-Campus will maintain existing classroom model of 1 teacher desktop, 2 student desktops, 1 IWB, & 1 Doc Camera

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One of the primary goals of the district and of the LTE campus is to empower and motivate students to become life-long learners through high expectations, engagement, flexible learning and differentiation within a challenging curriculum. This grant project aligns with these goals of several levels:

-Providing technology for those without access will help to empower and motivate our students, and hopefully their parents to engage in the learning process on a deeper level.

-The increased exposure to the mobile devices during the day, as well as at home, will allow for more flexibility in how, when, and where students can learn.

-The mobile devices in conjunction with our focus on collaboration via Google Apps for Education will provide students with more opportunities to learn the skills necessary in today's educational environment.

-The mobile devices in conjunction with our learning management system (Schoology) will provide more opportunities for teachers to develop and provide better differentiated instruction for students at school and at home.

-LTISD is dedicated to the proposition that all students must be empowered with a challenging curriculum, this grant and the increased exposure to the mobile devices and the tools on them will provide more students to create authentic student artifacts that demonstrate student mastery of the curriculum.

-LTISD is committed to the whole child and this grant would help these students in ways we cannot measure. Yes, we hope STAAR scores will rise. Yes, we hope this grant helps in the transition of bilingual students to English proficiency. But, we also have every expectation that by exposing students to the amazing opportunities provided by the technological tools will be encouraged to embrace learning as a life-long pursuit and source of joy.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lake Travis Elementary is the only campus eligible for the grant. Home access to the mobile devices and hotspot devices will be determined by the following process and criteria:

-The campus media specialist will create, maintain, and support the inventory of devices eligible for checkout. These will be packaged as "Chromebook Backpacks" that will provide a simple way for distribution and retrieval of equipment.

-The teachers will coordinate with the media specialist specific projects that will require take home lending, and which students are eligible for the checkout of "Chromebook Backpacks".

-To be eligible for checkout, students and parents must have proven attendance at one of the PowerOn! Educational sessions provided by the district and community partners. In these sessions, LTISD will provide training on the purpose of the lending program, as well as the checkout process and how to use the mobile devices and internet hotspots.

-Students must also have mastered the TA-TEKS for Digital Citizenship provided in an embedded unit in the curriculum for grades 3, 4, and 5. This curriculum is part of the Scope and Sequence for each grade level and will be integrated into a project provided by the Learning.com platform.

-Students and parents must sign the Technology Lending Agreement and the Acceptable Use Policy provided by the district.

LTISD will provide an online and phone based help desk for students and parents who need assistance before/after school. The phone based help desk will be available from 7am to 6pm. The online help desk will be available 24/7.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 227913	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Curriculum: As education publishers move towards a digital delivery of curriculum, this grant provides a way to traverse any gaps that might develop for those students who do not have access to equipment and/or the internet. In addition, the district is dedicated to providing a thoughtful alignment of scope and sequence for digital citizenship for all students K-12. This curriculum is modeled on best practices from resources such as Learning.com and Common Sense Media.

Instruction: LTISD is committed to transforming teaching practices to meet the needs of an increasingly complex and connected student population. Technology tools and best practices are imperative for teaching and learning. This grant program provides a way for the LTE campus to help meet the instructional needs of its staff, students, and parents. The district has adopted a learning management system for 2014-15 and will leverage this instructional resource toolset as part of our initiative to enable learning 24/7. The technology lending program provides the mobile devices and internet connectivity to those students at LTE who are not able to participate in the district's Bring Your Own Learning Technologies (BYOLT) initiative.

Classroom Management: As a BYOD district, LTISD is committed to educating students and teachers on expectations and best practices on how to use technological tools in the classroom. This is a continual process that will be refined and evaluated via teacher feedback, campus leadership, and professional development. This grant is an extension of this new learning environment that teachers must embrace and learn to manage for meaningful educational experiences.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LTISD began a pilot program in 2013 in the utilization of a learning management system to deliver instructional materials to students. The LTE campus 3rd grade team developed and delivered a portion of the curriculum via the Schoology platform. In the 2014-15 school year, all staff across the district will be expected to deliver a portion of their curriculum and instruction via the Schoology platform. In addition, as IMA are adopted across K-12, the expectation of LTISD district leadership is that all teachers will utilize these curriculum resources in alignment with the Schoology platform.

For the 3rd grade team at LTE who participated in the pilot, the delivery of instructional materials in self-contained classrooms included some of the following:
-Each subject area had a dedicated folder for all instructional materials.
-Within each subject area, the content was organized by units.
-In each unit were various activities, readings, videos, and assessments for students to complete at school and/or at home. The content was arranged for varying purposes, to differentiate the content for each learner as needed. This would include the basic curriculum, enrichment activities/resources, and reteach/reinforcement activities and resources.

In preparation for the next school year, LTISD is in the process of providing professional development to all staff across the district in best practices for leveraging electronic instructional materials. (See PD plan in Schedule #17 Requirement 5 below) This professional development has several areas of focus to include:

-IMA adoptions in Math, Science, and Tech Apps for next year will utilize many digital resources. We know this type of IMA resource is the future; therefore we are preparing all teachers for that reality. However, the district does not have adequate funding via IMA to purchase devices for individual students, nor does it foresee the ability to provide these devices in the future. This grant will provide a pilot program to allow LTISD to study the feasibility of providing a technology lending program for students on an "as-needed" basis to supplant the BYOD initiatives.

-The district has purchased a learning management system (Schoology) for all teachers to provide 24/7 access to digital resources for students.

-The district has adopted Google Apps for Education as a toolkit for both students and teachers to collaborate and create artifacts as digital resources. But, also as another instructional resource material to help teachers and students learn to curate digital learning resources.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 227913	Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Starting in the fall of 2013, LTISD developed several pilot programs across the district in the use of the Schoology learning management system as well as in the deployment of Google Apps for Education (GAFE). As teachers requested to join one or both of these pilot programs, initial training was provided by the LTISD Ed Tech staff. Subsequent impromptu, as well as planned "EdCamp" style training sessions were provided by EdTech staff and teachers who were identified as advanced users (EdTech Cohort). These cohort members attended professional development at the beginning of the school year to enable them to support and train their peers on Schoology and GAFE.

In the spring of 2014, the EdTech staff developed a blended course in Schoology to deliver formal professional development to the entire LTISD teaching staff on how to develop and deliver electronic instructional materials via Schoology, as well as how to collaborate on the development of resources for staff and students using GAFE. The professional development is currently underway, following a truly blended model in which EdTech staff delivers initial training face to face at each campus, with each department/team level, and then staff is expected to perform the majority of the course work online via Schoology. Staff is also being encouraged to take advantage of their department/team level working relationships to help each other learn best practices from the online course. This summer, EdTech staff will continue support for the online course, as well as provide workshops for individual teachers or teams to come work with EdTech staff in the blended course. The course content itself is a gamified product using the metaphor of the journey of a Jedi to learn to use the force (technology is the force in this game). Teachers earn digital badges and points towards prizes and incentives to get them recognition, industry certifications (Google), and more mobile devices for classes. Next year, the district will implement the Technology Integration Matrix to help identify and share best practices.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LTISD passed a bond package in 2011 with a significant amount of funds earmarked for improving the technology infrastructure for the district. We are currently in the last phase of this process, which will provide a new data center as well as all new network equipment and cabling to all the existing campuses as well as two new schools.

For the purposes of this grant, this will mean more wireless coverage and density for all campuses that will be more than adequate to meet the needs of our end users. The system is being designed and developed to handle the coming "Internet of Things" in which it is expected most students and staff who enter any building to have multiple devices that will need a connection to the internet.

The internet access devices that will be made available in the "Chromebook Backpacks" will rely on an established relationship LTISD has with ATT wireless services and will ensure each device purchased will meet the needs of the students.

In addition, as part of the community education program provided by the district BYOD program (branded as Bring Your Own Learning Technologies BYOLT) the Lake Travis Education Foundation is leveraging its relationships with the local business community to provide free Wi-Fi access to the community and advertise this in shop windows using our BYOLT branding. This serves as an ad-hoc access point for students and the community to support our initiative for learning anywhere at any time. Teachers will also be provided promotional signage and t-shirts encouraging the community and their students to utilize learning technologies. Although not related to this grant, it is informative to know that middle and high school students will be able to earn "Digital Citizenship Drivers Licenses" that will give them discounts and rewards from local businesses when they show the ID that proves they have participated in digital citizenship training. It is a goal of this grant to help establish a foundation for elementary students on how to use educational technology and how to do it wisely and as good citizens in the local and global communities.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each mobile device labeled for checkout will be packaged with a wireless hotspot provided by ATT. This combination of mobile device and internet access will be labeled as a "Chromebook Backpack". The data plan for the mobile access devices is unlimited and will be shared by students.

Media Specialist will ensure "Chromebook Backpacks" are in working order prior to checkout by students.

Parents/Guardians will attend a PowerOn! Educational sessions provided by the district. In these sessions, LTISD will provide training on the purpose of the lending program, as well as the processes and tools available for using the equipment including how to use the ATT hotspot.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LTISD will provide an online and phone based help desk for students and parents who need assistance before/after school.
- The phone based help desk will be available from 7am to 6pm.
- The online help desk will be available 24/7.
- The current LTISD technology staff will handle all technical issues.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus media specialist will create, maintain, and support the inventory of devices eligible for checkout. These will be packaged as "Chromebook Backpacks" that will provide a simple way for distribution and retrieval of equipment. District technology staff will provide support to the campus media specialist on technical issues.

The teachers will coordinate with the media specialist specific projects that will require take home lending, and which students are eligible for the checkout of "Chromebook Backpacks". The media specialist will maintain a master list of eligible students.

To be eligible for checkout, students and parents/guardians must have proven attendance at one of the PowerOn! Educational sessions provided by the district. In these sessions, LTISD will provide training on the purpose of the lending program, as well as the processes and tools available for using the equipment. Students must also have mastered the TEKS for Digital Citizenship provided in an embedded unit in the curriculum for grades 3, 4, and 5. This curriculum is part of the Scope and Sequence for each grade level and will be integrated into a project provided by the Learning.com platform.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The media specialist at LTE will be responsible for packaging, labeling, check in/out of the mobile devices and internet access hotspots using the current hardware/software systems policies in place for check in/out of all materials/equipment at LTE.

The district will self-insure of lost/stolen equipment according to local policy.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LTISD "Technology Lending Agreement" (TLA) for the LTE campus is based on the current LTISD Acceptable Use Policy for students. It was developed by the staff of the curriculum & instruction department (which includes EdTech and Technology Information Systems) in consultation with the legal counsel and district leadership. The "Technology Lending Agreement" will be implemented in the fall of 2014 as part of the "back to school" packets for parents and students at Lake Travis Elementary. There is no other technology lending program at any other LTISD campus.

The TLA includes the following:

-Purpose: Statement of how the TLA enhances the district goal to prepare and inspire students for life-long learning, including what it means to be a good digital citizen and the responsibilities attendant to all users. This includes statement that students must demonstrate mastery of TA-TEKS related to Digital Citizenship via integrated classroom projects.

-Device: TLA states the devices included in the "Chromebook BackPacks", clarifies LTISD owns all equipment, and procedures for eligible use, checkout, maintenance, inventory, and return.

-Responsibilities: List of both student and parent responsibility in using devices/equipment.

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